

**Online information search and purchase: the influence of
demographics and psychographics**

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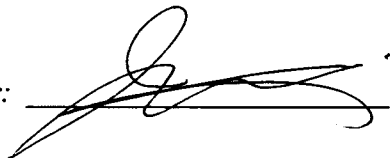
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ABSTRACT

Nowadays, Internet usage is growing rapidly. It is very important to know which factors are affecting the consumers' intention of using the Internet, be it for information search or purchasing. The purpose of this study is to find out the effect of demographics and psychographics on the intention of Internet information search and purchase. In this study, age and gender are the demographic variables investigate and the Big-Five personality model is the psychographic variable. The findings of this study show that psychographics could not affect the intention of Internet information search and purchase. However, demographics could only influence the online purchase activity, especially among the young males, but not the online information search activity.

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TABLE OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLE & LIST OF FIGURE	v
1. Introduction.....	1
2. Statement of Problem	4
3. Research Objective.....	6
4. Literature Review	7
4.1 Online Information Search and Purchase	7
4.1.1 The Internet.....	7
4.1.2 Internet Usage Intention (Information Search)	7
4.1.3 Internet Usage Intention (Purchase).....	8
4.2 Five Factor Model of Personality.....	9
4.2.1 Emotion Stability and Neuroticism	10
4.2.2 Extroversion	11
4.2.3 Openness to Experience	12
4.2.4 Agreeableness	14
4.2.5 Conscientiousness	15
4.3 Demographics	16
4.3.1 Gender.....	16
4.3.2 Age.....	17
4.3.3 Education Level.....	18
5. Methodology	21
5.1 Data Collection Method	21
5.1.1 Pretest.....	21
5.1.2 Sample Size.....	21
5.1.3 Sampling	22
5.2 Questionnaire Design.....	23
5.3 Measures	24
5.3.1 Internet Usage Intention (Information Search)	24
5.3.2 Five Factor Model	24
5.3.3 Internet Usage Intention (Purchase).....	25

5.4 Data Analysis	26
6. Results	27
6.1 Respondents' Profile	27
6.2 Factor Analysis and Reliability	28
6.3 Hypotheses Testing	31
6.3.1 Correlation Matrix of Information Search and Purchase	31
6.3.2. Results of Information Search.....	33
6.3.3. Results of Purchase	36
6.4 Summary	39
7. Discussion	40
7.1. The intention of Internet information search.....	40
7.2. The intention of the Internet purchase.....	41
8. Recommendations	43
9. Limitations and Further Research	45
10. Conclusion	46
References	48
Appendix -Questionnaires (English & Chinese)	
- SPSS Outputs	

LIST OF TABLE & LIST OF FIGURE

Tables:

Table 1: Respondent's Profile (N=180)	27
Table 2: Factor Analysis of Information Search	28
Table 3: Factor Analysis of Purchase	29
Table 4: Correlation Coefficients (information search & purchase)	32
Table 5: Results of Regression Analysis (information search)	35
Table 6: Results of Regression Analysis (purchase)	38

Figure:

Figure 1: The Framework of the influence of demographic and psychographic	20
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1. Introduction

While the number of consumers shopping on the Internet and the volume of their purchases increase, research on what drives the consumers to use this innovation has been inadequate, especially in Hong Kong. Companies incline to use the Internet as a distribution channel, so, they need to understand what factors make consumers use or not use this innovation for information searching and ordering (Chien & Yu, 2006).

Many consumers search information from the web not only because the information is very useful but also the consumers receive a lot of benefits. Consumers like the online information sources from other consumers and neutral sources because those information is important of experience products; whereas retailer/manufacturer websites were useful for consumers of search products (Bei, Chen & Widdows, 2004).

Also, the benefits of using Internet to search for information is due to the following: low transaction costs, easier access to price and product information, convenient purchase of associated services, and the ability to pool volume (Porter, 2001).

According to the reasons above, researchers are interested in studying what factors influence consumers' innovative behavior. They focus on the relationship among personality, demographic and innovative behavior. Personality is a psychographic

variable, like the individuals' system of values, lifestyles, attitudes and these variables provide major orientation to companies in order to identify their potential market (Dunlap & Van Liere, 1986; Granzin & Olsen, 1991; Fraj et al., 1999; Kaiser et al., 1999a; Kaiser et al.1999b; Ramanaiah et al., 2000; Chan, 2001). Stanton and Stanton (2002) claim that although some research has examined the linkage between selected psychological constructs and innovative behavior, studies have typically only examined one or two personality variables at a time. Since consumers are more complex and are a composite of a myriad of traits, it is only appropriate that a variety of personality factors be examined concurrently.

There are many personality variables that could have been tested (Stanton & Stanton, 2002). The Big-Five personality model is a good model to be adopted and studied because all personality can be classified into this model. The Big-Five personality model includes these five personalities: Emotion Stability and Neuroticism, Extroversion, Openness to Experience, Agreeableness and Conscientiousness.

Some of the researchers show that demographic variables influence online shopping behavior and online purchase perception (Bhatnagar, Misra & Rao, 2000; Dillon & Reif, 2004). Demographic variables can be used to study Internet usage intention of information search and purchase in Hong Kong.

The main objective of this study is to investigate the relationship among consumers' psychographics, demographics and the Internet usage intention of information search and purchase. There is no previous research to study the demographic and psychographic as predictors of the intention of internet information search and purchase. This is a new aspect to understand consumers' Internet usage intention for information search and for purchase. The result of this study will help the marketers understand the profile of potential consumers, so that they can develop effective Internet marketing strategies.

2. Statement of Problem

Internet usage is growing rapidly around the world. It is important for marketers to understand who are the people using the internet.

From a marketing/ hierarchy of effects point of view, internet usage is separated into two main areas: information search and purchase. Several research studies have tried to study the profile of internet users. Mainly these previous studies have looked at demographics as predictor, and purchase intention as the outcome variable (Kim et. al., 2004; Lin & Yu, 2006; Kwak, 2001).

Few studies, especially in HK, have examined psychographic factors such as personality, and few studies separate internet behavior into information search and purchase. Studying information search and purchase as two separate but related activities are important for marketers since some people don't buy online, it doesn't mean the marketers' online strategies are ineffective. Online strategies may have behavioral objectives, communication objectives, or both.

This study, based in HK, will look at the demographic and psychographic predictors of the intention of internet information search and purchase. There is no previous

research to study the demographic and psychographic as predictors of the intention of internet information search and purchase. The main contribution of this study is to help advertisers develop effective promotional strategies to promote products or service according to different personality types and demograpgics of customers.

3. Research Objective

In order to target their potential customers accurately, advertisers should identify different types of personality (Extroversion, Agreeableness, Conscientiousness, Emotional Stability and Openness to Experience) and different demographic variables that influence consumers' Internet usage intention (information search, purchase).

Knowing the profile of customers in general makes it easier for marketers to build up and target their marketing efforts. Different people having different psychographic and demographic variables will have different of Internet usage intention. Advertisers can adopt or create different promotion strategies to approach their potential customers.

4. Literature Review

4.1 Online Information Search and Purchase

4.1.1 The Internet

“The Internet and the World Wide Web (WWW or the Web) in particular, represents a recent technological innovation that has a profound impact on all facets of people’s lives” (Lin & Yu, 2006, p.112). Lin and Yu (2006) also claim that nowadays many use the Internet for advertising, information search and non-store retailing. More and more people use Internet to acquire products information which they want and buy the products online.

4.1.2 Internet Usage Intention (Information Search)

The Internet is a useful tool for information search (Hammond, McWilliams & Diaz, 1998). Consumers search for information on the Internet because they hope that more information will help to make a right purchase decision (Bei et al., 2004). Peterson and Merino (2003) agree that the Internet makes a large volume and variety of information available with relatively minimal expenditures of time, effort and money. Consumers can acquire information from web sites that is similar to the information available from traditional mass-media advertising and they can acquire information directly from retailers or manufacturers (Peterson & Merino, 2003).

4.1.3 Internet Usage Intention (Purchase)

The reasons of people buy online because Internet is very convenient and easy to get the relative information about the products. When compared to the era without the Internet, consumers can more precisely make purchase decisions now because of the abundant information sources on the Internet (Bei et al., 2004).

In Ajzen's (1991) Theory of Planned Behavior, he tested an Online Prepurchase Intentions Model for search goods (i.e., books, videos, computer software). In Shim et al. (2001) claim that intention to search for information through the Internet was the strongest predictor leading to purchase intent via the same channel. So, online purchase and information search these two dependent variables are highly related.

4.2 Five Factor Model of Personality

Researchers which suggest that virtually all personality measures can be reduced or categorized under the five factor model of personality, which has subsequently been labeled the “Big-Five” (Goldberg, 1990). The dimensionality of the Big-Five has been found to generalize across virtually all cultures (McCrae & Costa, 1997; Pulver, Allik, Pulkkinen, & Hamalainen, 1995; Salgado, 1997) and remains fairly stable over time (Costa & McCare, 1992a, 1998). The dimensions composing the five factor model are neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness (Judge, Higgins, Thoresen & Barrick, 1999). The five factor model can mostly cover all types of personalities.

In the last two decades, a robust set of five factors has been recovered from almost every major personality inventory (Judge & Bono, 2000). Buss (1991) embraces the Big-Five factors as the most important dimension of the “social landscape” to which humans have had to adapt: they are considered to be the dimension along which people act upon differences in others, which is, from an evolutionary perspective, crucial for solving problems of survival and reproduction (cf. Buss, 1996). Moreover, all five factors have been shown to possess considerable reliability and validity and to remain relatively stable throughout adulthood (McCrae & Costa, 1990; 1994). Thus,

they are useful because they serve the purpose of prediction and control - they help predict what others will do and thus control people life outcomes (Chaplin et al., 1998). They help answer questions about how an individual is likely to behave across a wide range of relevant situations (Pervin & John, 2001). These five personalities are worth studying and predict how they influence the Internet usage intention.

4.2.1 Emotion Stability and Neuroticism

As Costa & McCrae (1998) note, neuroticism is the most pervasive trait across personality measures; it is prominent in nearly every measure of personality. Judge et al. (1999) claim that neuroticism leads to at least two related tendencies; one dealing with anxiety (instability and stress proneness), the other addressing one's well being (personal insecurity and depression). Neuroticism, it refers generally to a lack of positive psychological adjustment and emotional stability. Individuals who score high on neuroticism are more likely to experience a variety of problems, including negative moods (anxiety, fear, depression, irritability), physical symptoms (Judge, Higgins, Thoresen & Barrick, 1999) and lack self-confidence and self-esteem (McCrae & Costa, 1991). Some researcher use other terms to describe this type of personality before, but now many researchers use Neuroticism or Emotional Stability (De Raad, 2000). Emotional Adjustment/ Stability is often labeled by its opposite, Neuroticism,

which is the tendency to be anxious, fearful and depressed (Judge & Bono, 2000). Emotional Adjustment/ Stability is the principal Big-Five trait that leads to life satisfaction and freedom from depression and other mental ailments (McCrae & Costa, 1991). De Raad (2000) says that Emotional Stability is given priority in the psycholexical tradition and it is more frequently used in those contexts where emotional stability is emphasized as appositive quality or as a resource. Thus, emotional stability is the tendency to be less anxious. When people have higher anxiety, they may have a more negative attitude toward Internet usage (Meuter et al., 2000). Thus, the following hypotheses are proposed:

H1a: Emotion Stability is positively related to the Internet usage intention of searching information.

H1b: Emotion Stability is positively related to the Internet usage intention of purchase.

4.2.2 Extroversion

Extroversion is sometimes referred to as social adaptability though the popularity of this term seems to be waning (Zuckerman, 1991). Extroversion is defined as “a trait characterized by a keen interest in other people and external events, and venturing forth with confidence into the unknown” (Ewen, 1998). Typically, extroversion is

thought to consist of sociability (Judge, Higgins, Thoresen & Barrick, 1999). As Watson and Clark (1997) note, “extroverts are more sociable, but are also described as being more active and impulsive, less dysphoric, and as less introspective and self-preoccupied than introverts”(p.769). Extroversion is related to the experience of positive emotions, and extroverts are more likely to take on leadership roles and to have a greater number of close friends (Watson & Clark, 1997). Using the Internet could be considered a relatively less social way of getting information and shopping. Thus, the following hypotheses are proposed:

H2a: Extroversion is negatively related to the Internet usage intention of searching information.

H2b: Extroversion is negatively related to the Internet usage intention of purchase.

4.2.3 Openness to Experience

Openness refers to how willing people are to make adjustments on notions and activities in accordance with new ideas or situations (Popkins, 1998). Openness to Experience is characterized by intellectance (philosophical and intellectual) and unconventionality (imaginative, autonomous, and nonconforming) (Judge, Higgins, Thoresen & Barrick, 1999). Openness to Experience (sometimes labeled Intellectance), represents the tendency to be creative, imaginative, perceptive and

thoughtful (Judge & Bono, 2000). Bergeman (1993) defines the openness domain as “a proactive seeking and appreciation of experience for its own sake, based on characteristics such as openness to feelings, new ideas, Flexibility of thought, and readiness to indulge in fantasy” (p.160). Adjectives that describe this factor include “knowledgeable,” “perceptive,” “imaginative,” “verbal,” “original” and “curious” (Digman & Inouye, 1986). People who score high on the openness factor engage the world with a spirit that is eager and keenly interested (Beck, 1999). Open individuals are characterized by a “broader and deeper scope of awareness and by a need to enlarge and examine experience; they are imaginative, aesthetically responsive, empathic, exploring, curious, and unconventional” (McCrae & Costa, 1991). Persons who score low on the cluster of trait tend to be closed, prosaic and conventional (Beck, 1999). They prefer the familiar rather than the unknown, and they have a rather narrow range of interests (Costa & McCrae, 1992b). Both high and low scorers can be mentally healthy or unhealthy, authoritarian or no authoritarian, and extraverted or introverted (McCrae, 1993). Based on the literature about openness to experience, the following hypotheses are proposed.

H3a: Openness to experience is positively related to the Internet usage intention of searching information.

H3b: Openness to experience is positively related to the intention of purchase.

4.2.4 Agreeableness

Agreeableness is one of the personality dimensions with the short history (De Raad, 2000). This may come as a surprise, since longtime constructs such as Love and Hate, Solidarity, Conflict, Cooperation, Kindness are part and parcel of this dimension (De Raad, 2000). The Agreeableness dimension is probably most concerned with interpersonal relationships (cf. Graziano et al., 1996). Agreeable persons are cooperative (trusting of others and caring) as well as likeable (goodnatured, cheerful, and gentle) (Judge, Higgins, Thoresen & Barrick, 1999). According to Hogan (1983), Agreeableness enables individuals to cope with problems associated with communal living. Wiggins (1991) theorizes about one of the two main dimensions of interpersonal behavior as being dominated by “communion”, which is the condition of being part of larger spiritual or social community. It manifests itself in striving for intimacy, union, and solidarity with that larger entity (De Raad, 2000). “Communion” is a term used by Bakan (1996) to characterize one of two fundamental modalities of human experience (the other being “agency”). Here Communion serves as the theoretical complement of the more empirical interpersonal dimension usually called Love-Hate or Nurturance, which strongly correlates with Agreeableness (De Raad, 1995, 1999; McCrae & Costa, 1989; Trapnell & Wiggins, 1990). De Raad (2000) describes agreeable persons are cheerful and less anxious. These people may love to

communicate, get along with people and obtain useful information from them. These people are also more likely to shop online. The following hypotheses are proposed.

H4a: Agreeableness is negatively related to the Internet usage intention of searching for information.

H4b: Agreeableness is negatively related to the Internet usage intention of purchase.

4.2.5 Conscientiousness

Conscientiousness refers to how much a person considers others when making decisions (Popkins, 1998). Thus, conscientiousness is related to an individual's degree of self-control, as well as need for achievement, order, and persistence (Costa, McCrae, & Dye, 1991). Moreover, Conscientiousness is the trait from the five factor model that best correlates with job performance (Barrick & Mount, 1991).

Conscientiousness is the trait that has been drawn upon as a main psychological resource in situations where achievement is an important value; those situations are especially contexts of work, learning and education (De Raad, 2000). The construct represents the drive to accomplish a task, and it contains the characteristics necessary in such a pursuit: being organized, systematic, efficient, practical, and steady (Goldberg, 1992). Conscientiousness is a trait with an outspoken behavioral meaning and an explicit societal and individual relevance (De Raad, 2000). In character

education (Sockett, 1998), conscientiousness (carefulness, concentration and endurance) has been of central concern. Thus, conscientious persons are more motivated to learn. Getting information and purchase online involve relatively more self-control than getting information and shopping with others. The following hypotheses are proposed.

H5a: Conscientiousness is positively related to the Internet usage intention of searching information.

H5b: Conscientiousness is positively related to the Internet usage intention of purchase.

4.3 Demographics

4.3.1 Gender

Despite a recent surge in the use of the Internet by women (Pastore, 2001), there is ample evidence suggesting that the Internet remains less hospitable to women than men (Herring, 2000), with fewer women than using the Internet (Kehoe, Pitkow, Marton, 1997). Some researchers have argued that women do not have the time to learn about the new technologies (DeBare, 1996) and females have higher level of computer anxiety than males (Igbaria & Chakrabarti, 1990; Okebukola & Woda, 1993; Farina et al., 1991; Brosnan & Davidson, 1996). Consequently women have been

found to be less likely to buy online (Bartel-Sheehan, 1999). It is not surprising that men spend more time online and are more likely to women to use email and purchase products online (Kehoe, Pitkow & Morton, 1997; Shavitt, Lowrey & Haefner, 1998).

Thus, the following hypotheses are proposed:

H6a: Males are more likely than females to engage in Internet information search.

H6b: Males are more likely than females to engage in Internet purchase.

4.3.2 Age

Ratchford, Talukdar & Lee (2001) reported that online purchasers were younger; more educated and had higher incomes than someone had not purchased online.

Dholakia and Uusitalo (2002) found that younger consumers reported more hedonic (for fun) and utilitarian (with a goal in mind) benefits of online shopping than older consumers. All these five researchers did not study online information search or online purchase behavior but studied the benefits of online shopping only. To fill this gap, the following hypotheses are proposed:

H7a: Age is negatively related to the Internet usage intention of searching information.

H7b: Age is negatively related to the intention of Internet purchase.

4.3.3 Education Level

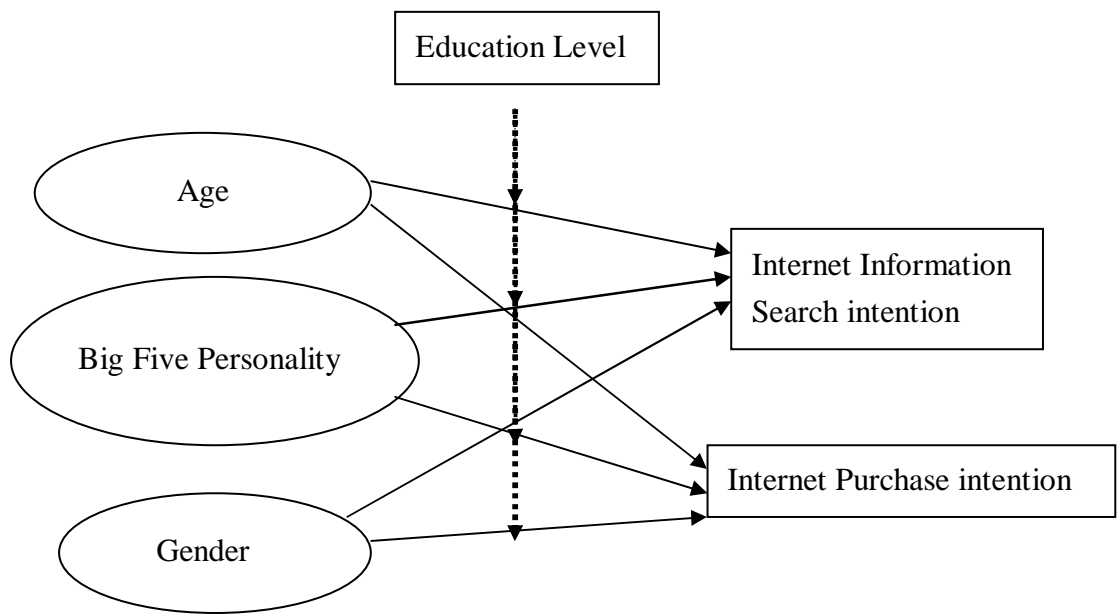
Shim and Drake (1990) reported that, regardless of product category, online shoppers tend to be characterized as higher educational level. In this study, education level will become the moderator to understand more in depth of which factors drive the consumers to use the Internet.

According to Wikipedia, an encyclopedia, higher education is the education provided by universities, vocational universities and other collegial institutions that award degree. Consumers who receive higher education usually have more chance to know about the Internet and use the Internet to search for information. According to Eastman and Iyer (2004), consumers with higher level of education are willing to use the Internet and online purchase. Furthermore, multivariate analysis reveals that income, education, age and family structure are important social determinants of online access and that Internet use is the lowest among single mothers, members of lower socioeconomic groups (Bucy, 2000). Pastore (2001) claims that “initially the Web audience was populated by the young, affluent and well educated.”

One of the important factors that drive the highly educated consumers to use the Internet for purchase is the transaction service such as payment security, privacy

safety, product guarantees, and minimal cost/time for return (Shim et al., 2001). In Yoon's study (2002), transaction security was also the most important antecedent of online purchase intention with a mediation of trust or web-site satisfaction. However, most of the less educated consumers worry about the transaction security because they lack of the knowledge about the computer and they seldom use the Internet in daily life. Thus, the following hypothesis is proposed:

H8: Education moderates the relationship between the five personality traits and Internet information search and purchasing.



Note:

- > Main Effect
- > Moderating Effect

Figure 1: The Framework of the influence of demographic and psychographic to the Internet information search and purchase

5. Methodology

5.1 Data Collection Method

Survey was used in order to collect the data for the testing of hypotheses.

5.1.1 Pretest

The pretest had already been finished before the questionnaires were distributed to the respondents. The purpose of the pretest was to testify if there was anything not appropriate in the questionnaires. In the pretest, 20 students from Hong Kong Baptist University were chosen to be the convenience sample. They were requested to complete the questionnaires to test whether the questions were understandably designed.

5.1.2 Sample Size

The decision for sample size should consider which data analysis techniques applied. In this study, multiple regression was used. In multiple regression, sample size would also affect the generalizability of the results by the ration of observations to independent variables (Hair et al., 1998). The minimum level of the ration was 5 to 1, while the desired level was between 15 to 20 observations for each independent variable (Hair et al., 1998). In this study, the desired level was set to be 25

observations for each independent variable. As a result, the sample size of this research was 180.

5.1.3 Sampling

In this survey, Mall Intercept Personal Interviews method was used. The advantage of the Mall Intercept Personal Interviews is that it is more efficient for the respondent to come to the interviewer than for the interviewer to go to the respondent (Malhotra, 2004). 180 respondents were selected in three shopping malls. These three shopping malls were Tuen Mun Plaza, Kowloon Tong Festival Walk and Causeway Bay World Trade Centre. In order to avoid the bias of selecting the respondents, all of them were selected for every four passed by at the main entry of the shopping malls. Around 60 questionnaires were collected at each shopping mall and the data collection period lasted for about 1 month.

5.2 Questionnaire Design

The questionnaire contains of four sections. In section one the questions are about the Internet usage intention of information search (Korgaonkar & Wolin, 1999). Section two includes question related Ten-Item Personality Inventory (TIPI). This section aims to identify the Big-Five personality dimensions of the respondents, 5 and 10-items inventories were developed and evaluated (Gosling et al., 2003). The section three is used to collect information about the Internet usage intention of purchase (Shim et al., 2001). In section four, the respondent is asked to provide the demographic data such as education level, age, gender and income.

Since most of the respondents are Chinese, the questionnaire will be translated into Chinese to make sure that they understand the questionnaires correctly. To avoid the translation problem that may affect the accuracy of the data, the researcher translated the section one, three and four. For section two, the Chinese translation is provided by the Gosling Lab Page which is developed by the Department of Psychology, University of Texas. Afterward, the Chinese questionnaire was translated back into English to check for the precision of the Chinese version.

5.3 Measures

5.3.1 Internet Usage Intention (Information Search)

The scale was composed of five five-point Likert-type items to capture the extent to which a person used the web due to its ability help locate information quickly and cheaply (Bruner, 2005). These items were anchored by strongly disagree (1) and strongly agree (5) (Korgaonkar & Wolin, 1999). The reliability 0.77 was reported for the scale (Korgaonkar & Wolini, 1999).

5.3.2 Five Factor Model

For the questions in section two, the respondents were asked to rate their response to the statement that describing to the respondents. A 7 point scale ranging from “1=Strongly disagree” to “7=Strongly agree” was used. Obtaining high scores means that the respondents express particular personality traits. The reliability of the Extraversion sub scale was 0.68, Agreeableness sub scale is 0.40, Conscientiousness sub scale was 0.50, Emotional Stability sub scale was 0.73 and Openness to Experiences sub scale was 0.45(Gosling, Rentfrow & Swann, 2003).

The goal of the original TIPI manuscript was to create a very short instrument that optimized validity (including content validity). Criteria like alpha and clean factor

structures were only meaningful to the extent they reflect improved validity. In cases like the TIPI, using a few items to measure broad domains, the low reliability score was acceptable (Gosling et al., 2003).

5.3.3 Internet Usage Intention (Purchase)

A scale was composed of three five-point items that were used to measure the degree to which a person express the intention to use the Internet versus a store to buy products (Bruner, 2005). Although the scale was based upon a respondent's answers with respect to three specific goods, in total they were intended to be representative of all search goods (Bruner, 2005). These items were anchored by definitely store buying (1) and definitely Internet buying (7) (Shim et al., 2001). The reliability of the scale was 0.90 (Shim et al., 2001).

5.4 Data Analysis

SPSS was used in the research. Multiple regression was adopted to test the hypotheses (from H1a to H8). It was used to predict the outcome of the research. In this study, two hierarchical multiple regressions were used. One regression was for making the prediction of information search with psychographic and demographic variables. Another regression was for making the prediction of purchase with psychographic and demographic variables.

6. Results

6.1 Respondents' Profile

180 questionnaires were distributed and all of them were return. Among the respondents, 69 (38.3%) were male and 111 (61.7%) were female. 134 (74.4%) respondents were below age 35 and 46 (25.6%) respondents were 35 years old or above. 161 (89.4%) respondents earned HK\$20,000 or below monthly and 19 (10.6%) respondents earned more than HK\$20,000 monthly. 85 (47.2%) respondents were classified had low education level and 95 (52.8%) respondents were classified had high education level. See Table 1.

Table 1: Respondent's Profile (N=180)

		Frequency	Percentage (%)
Gender	Male	69	38.3
	Female	111	61.7
Age	Below 35	134	74.4
	35 or above	46	25.6
Monthly Personal Income(HKD)	HK\$20,000 or below	161	89.4
	above HK\$20,000	19	10.6
Education Level	Secondary school or below	85	47.2
	Tertiary or above	95	52.8

6.2 Factor Analysis and Reliability

The principle component method is used to test the Internet usage intention (Information search) scale in 5 items. Table 2 below shows the factor analysis of information search.

Table 2: Factor Analysis of Information Search

Internet usage intention (Information search) scale	Component 1 Loading
1. I use the web because it gives quick and easy access to large volumes of information.	0.68
2. Overall, I learn a lot from using the Web.	0.80
3. I use the Web so I can learn about things happening in the world.	0.76
4. Overall, information obtained from the Web is useful.	0.73
5. I use the Web because it makes acquiring information inexpensive.	0.66

The result shows that the Bartlett's test of Sphericity is significant at $p=0.000$ (Bartlett, 1954). The Kaiser-Meyer-Olkin (KMO) value was 0.74 which is higher than 0.6, the recommended value of KMO (Kaiser, 1974). The Component Matrix shows the loadings of each of the items on the one component and all of the items load quite strongly (above .4). This supports to retain all items for further investigation.

In order to test the reliability of the measurement scale, Cronbach alpha is adopted.

The Cronbach alpha in Information search scale is 0.78. It exceeds the basic requirement of 0.70 (Bagozzi, 1983), which indicates that the scale items are internally consistent. This means that the scales are reliable and can be used for the analyses.

Table 3 shows the result of the Internet usage intention (purchase) scale in 3 items in factor analysis.

Table 3: Factor Analysis of Purchase

Internet usage intention (purchase) scale	Component 1 Loading
1. Computers software	0.81
2. Books	0.80
3. Videos	0.90

The Bartlett's test of Sphericity was significant ($p=.000$) and the KMO value is .641.

The Component Matrix shows the loadings of each of the items on the one component and all of the items load quite strongly (above .4). This supports to retain all items for further investigation.

The Cronbach alpha in Purchase scale is 0.78. It exceeds the basic requirement of 0.70 (Bagozzi, 1994), which indicates that the scale items are internally consistent.

Therefore, the scales are reliable and can be used for the analyses.

Regarding the TIPI scale, the factor analysis revealed relatively a less clear division of components than the original scale, and not all the alpha scores exceeded the normally recommended cut off point. However, as mentioned earlier, the goal of the creators of TIPI was not to obtain a high alphas and good confirmatory factor analysis fits. Since there are only two items in each personality's dimension, it is normal to obtain a low alpha score (Gosling et al., 2003). Therefore, TIPI could still to be used even though the factor analysis did not provide five clearly distinguishable components, and even though some alpha scores were relatively low.

6.3 Hypotheses Testing

6.3.1 Correlation Matrix of Information Search and Purchase

In this study, two hierarchical regressions are used. One hierarchical regression is used to test the intention of Internet information search among demographic and psychographic variables. Another hierarchical regression is used to test the intention of Internet purchase among the demographic and psychographic variables. Two correlation Matrixes are combined to form one correlation Matrix and is shown in Table 4. Table 4 displays the correlations among all the variables. Those variables were entered hierarchically. The demographic variables were entered at Step 1. The psychographic variables were entered at Step 2. Since education level was considered as an interact variable - it may cause variance in the usage intention of Internet information search, regardless of the other independent variables. Therefore, education level (0=low education level, 1=high education level) was entered in Step 3. The interaction variables were entered in Step 4.

Table 4: Correlation Coefficients (information search & purchase)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. information search															
2. purchase															
3. Gender	-.034	-.267*													
4. Age	.005	-.192*	.069												
5. Income	.091	.078	-.138	.338											
6. Extroversion	-0.75	.121	-.108	-.108	-.147										
7. Agreeableness	.013	-.230	.226	.138	-.119	-.396									
8. Conscientiousness	.081	-.148	.158	.188	.225	-.111	.071								
9. Emotion Stability	.039	.094	-.168	-.006	.067	-.022	.083	.270							
10. Openness to experiences	-.024	.119	-.120	-.114	-.025	.377	-.243	.203	.160						
11. Education level	-.092	.187	-.105	-.313	.144	.026	-.137	-.004	.090	.190					
12. Extroversion x Education level	-.079	.189	-.124	-.312	.074	.235	-.169	-.018	.089	.241	.947				
13. Agreeableness x Education level	-.085	.137	-.060	-.329	.116	-.005	.000	.001	.093	.171	.975	.909			
14. Conscientiousness x Education level	-.084	.168	-.076	-.276	.193	.013	-.127	.180	.113	.249	.963	.906	.940		
15. Emotion Stability x Education level	-.117	.210	-.150	-.288	.139	.028	-.125	.026	.276	.220	.956	.907	.934	.932	
16. Openness to experiences x Education level	-.083	.191	-.117	-.299	.109	.079	-.148	.067	.123	.361	.961	.937	.931	.953	.935

*Correlation is significant at the 0.05 level (2-tailed).

6.3.2. Results of Information Search

The regression results of demographic and psychographic variables influencing the intention of Internet information search are shown in Table 5. Model 1 of Table 5 included demographic variables. The table shows that there is no demographic variables influencing Internet information search intention (R square change=0.009, $p>.05$). As a result, H6a: Males are more likely than females to engage in Internet information search and H7a: Age is negatively related to the Internet usage intention of searching information are not supported.

In Model 2, after five personality dimensions are added, it shows that there is no psychographic variables influencing the Internet information search intention (R square change=.010, $p>.05$). The figures indicate that H1a, H2a, H3a, H4a and H5a are rejected. That means Emotion Stability, Openness to Experiences and Conscientiousness are not positively related to the Internet usages intention of searching information. Extroversion and Agreeableness are not negatively related to the Internet usage intention of searching for information. To examine the problem of multicollinearity, the variance inflation factor (VIF) values are checked. Results show that VIF is ranges from 1.035 to 1.408, which is lower than the recommended cutoff threshold of 10 (Hair et. al., 1998). The notion of multicollinearity is therefore not critical.

In Model 3, the moderator variable (Education level) is introduced (R square change=.016, $p>.05$). Model 4 introduce the interaction terms. No significant interaction is observed between the psychographic

variables and the education level (R square change= .047, $p > .05$). Therefore, H8: Education moderates the relationship between the five personality traits and Internet information search and purchasing is not supported.

Table 5: Results of Regression Analysis (information search)

	Model 1	Model 2	Model 3	Model 4
<i>Independent variable</i>	Beta	Beta	Beta	Beta
<i>Demographics</i>				
Gender	-.019	-.042	-.042	-.049
Age	-.027	-.041	-.093	-.065
Income	.097	.073	.111	.122
<i>Psychographics</i>				
Extroversion		-.053	-.061	-.206
Agreeableness		.003	-.002	-.123
Consciousness		.076	.070	.054
Emotion Stability		.009	.017	.168
Openness to experiences		-.028	-.005	-.019
<i>Moderator</i>				
Education level			-.140	-.565
<i>Interaction</i>				
Extroversion x Education level				.548
Agreeableness x Education level				.563
Consciousness x Education level				-.125
Emotion Stability x Education level				-.771
Openness to experiences x Education level				.205
R square change	.009	.010	.016	.047

Gender was dummy code into two categories (0=male and 1=female). Two age variables were used because of the need to dummy code this five-level category, nominally scaled variable. Age was dummy code into two categories (0=below 35 and 1=35 or above). Income was dummy coded (0= HK\$20,000 or below / month, 1= above HK\$20,000 /month). Education level was dummy coded into two categories (0=secondary school or below, 1= tertiary or above).

*Significant at the p<.05 level

6.3.3. Results of Purchase

The regression results of demographic and psychographic variables influencing the intention of Internet purchase are shown in Table 6. Model 1 of Table 6 includes demographic variables. The table shows that two demographic variables (gender and age) influence the Internet purchase intention. The result of Model 1, gender as the independent variable and online purchase intention as the dependent variable, shows that H6b is significant (R square change=0.114, $p=0.001<.05$). When age is the independent variable and online purchase intention is the dependent variable, shows H7b is significant (R square change= 0.114, $p=.005<.05$). As a result, H6b: Males are more likely than females to engage in Internet purchase and H7b: Age is negatively related to the intention of Internet purchase are supported.

In Model 2, there are no psychographic variables influencing the Internet purchase intention (R square change=0.042, $p>.05$). The figures indicate that H1b, H2b, H3b, H4b and H5b are rejected. That means Emotion Stability, Openness to Experience and Conscientiousness are not positively related to the Internet usage intention of purchase. Extroversion and Agreeableness are not negatively related to the Internet usage intention of purchase. To examine the problem of multicollinearity, the variance inflation factor (VIF) values are checked. Results show that VIF is ranged from 1.035 to 1.408, which is lower than the recommended cutoff threshold of 10 (Hair et. al., 1998). The notion of multicollinearity is therefore not critical.

In Model 3, the moderator variable (Education level) is introduced (R square change=0.004, $p>.05$). Model 4 introduces the interaction terms. No significant interaction is observed between the psychographic variables and the education level (R square change= 0.023, $p>.05$). Therefore, H8: Education moderates the relationship between the five personality traits and Internet information search and purchase is not supported.

Table 6: Results of Regression Analysis (purchase)

	Model 1	Model 2	Model 3	Model 4
<i>Independent variable</i>	Beta	Beta	Beta	Beta
<i>Demographics</i>				
Gender	-.236*	-.159*	-.159*	-.146
Age	-.215*	-.168*	-.140	-.177*
Income	.118	.127	.107	.110
<i>Psychographics</i>				
Extroversion		.015	.019	.104
Agreeableness		-.132	-.130	.014
Consciousness		-.148	-.145	-.176
Emotion Stability		.099	.095	.053
Openness to experiences		.061	-.048	.033
<i>Moderator</i>				
Education level			.075	.731
<i>Interaction</i>				
Extroversion x Education level				-.266
Agreeableness x Education level				-.869
Consciousness x Education level				.220
Emotion Stability x Education level				.215
Openness to experiences x Education level				.040
R square change	.114	.042	.004	.023

Gender was dummy code into two categories (0=male and 1=female). Two age variables were used because of the need to dummy code this five-level category, nominally scaled variable. Age was dummy code into two categories (0=below 35 and 1=35 or above). Income was dummy coded (0= HK\$20,000 or below / month, 1= above HK\$20,000 /month). Education level was dummy coded into two categories (0=secondary school or below, 1= tertiary or above).

*Significant at the p<.05 level

6.4 Summary

Hypotheses	Result
H1a: Emotion Stability is positively related to the Internet usage intention of searching information.	Not Supported
H1b: Emotion Stability is positively related to the Internet usage intention of purchase.	Not Supported
H2a: Extroversion is negatively related to the Internet usage intention of searching information.	Not Supported
H2b: Extroversion is negatively related to the Internet usage intention of purchase.	Not Supported
H3a: Openness to experience is positively related to the Internet usage intention of searching information.	Not Supported
H3b: Openness to experience is positively related to the intention of purchase.	Not Supported
H4a: Agreeableness is negatively related to the Internet usage intention of searching for information.	Not Supported
H4b: Agreeableness is negatively related to the Internet usage intention of purchase.	Not Supported
H5a: Conscientiousness is positively related to the Internet usage intention of searching information.	Not Supported
H5b: Conscientiousness is positively related to the Internet usage intention of purchase.	Not Supported
H6a: Males are more likely than females to engage in Internet information search.	Not Supported
H6b: Males are more likely than females to engage in Internet purchase.	Supported
H7a: Age is negatively related to the Internet usage intention of searching information.	Not Supported
H7b: Age is negatively related to the intention of Internet purchase.	Supported
H8: Education moderates the relationship between the five personality traits and Internet information search and purchasing.	Not Supported

7. Discussion

This section summarizes how the demographic variables and the psychographic variables influence the intention of Internet information search and the intention of Internet purchase.

7.1. The intention of Internet information search

In this study, demographic variables and psychographic variables failed to show an influence on the intention of Internet information search. However, the results of this study show that males and females are both equally likely to use the Internet to search for information and age is not the matter to influence their online information search activities. The possible reason for understand these results may be that the Internet provides a nearly limitless repository for information that is available at all time and any place in the world (Peterson & Merino, 2003) and it is a very useful tool to search for information efficiently and effectively. Everyone likes to spend less time and obtain information precisely. That is one of the reasons to explain why the demographic variables do not influence the intention of Internet information search.

Furthermore, the Internet is an interactive medium. Internet users can search for information through several ways: human to human, human to machine, machine to

human (Peterson & Merino, 2003). Therefore, people who have different personalities can choose different ways to obtain their information through the Internet. This is a possible reason to explain why the psychographic variables cannot influence the intention of Internet information search. Nevertheless, the moderator (education level) fails to show the moderating effect with the psychographic variables. It may be because it is not difficult to use the Internet to search for information and purchase. The level of education may not moderate the psychographic variables and influence the intention of using the Internet to search for information and purchase.

7.2. The intention of the Internet purchase

In this study, psychographic variables cannot predict the Internet purchase intention no matter the respondents have Emotion Stability, Extroversion, Openness to Experience, Agreeableness or Conscientiousness which personalities. These five personalities may not be the best personality traits to reflect and predict an influence on the intention of Internet purchase.

In the previous study conducted by Douthu and Garcia (1999), the older and affluent Internet users like shopping online because they have a higher purchasing power and many of them have credit cards, while the younger consumers use the Internet for

information acquisition only. According to Ratchford, Talukdar and Lee (2001), online purchasers are younger; more educated and have higher incomes than someone who has not purchased online. The results of these two studies are quite different. However, this study shows that the younger are more likely to purchase online rather than the older people and males are more likely than females to engage in Internet purchase, which supports the findings of Ratchford, Talukdar and Lee. Moreover, this research not only studies the influence of age on online purchase but also of gender. One possible reason to explain this result of this study is that may be the younger males are more likely and interested in using computers, compared with females (Qureshi & Hoppel, 1995). They are more likely to become familiar with the skills and procedures of online purchase to decrease the risk and anxiety during the purchase process.

8. Recommendations

In the following, some recommendations are offered to marketers.

The result of the intention of Internet information search shows that everyone will use the Internet to search for information. Marketers can use the Internet as the medium to communicate more with their potential customers because the potential customers can acquire information from the Internet any time and anywhere rather than spending time, effort and money on the store to obtain the same information on the Internet. It is good for the marketers to transmit their messages or upload the information through the Internet. It is the effective method to draw the customers' attention around the world. People can use the cheapest and the fastest way to obtain the information. Besides, the Internet provides a platform for the marketers and customers to communicate directly and immediately. If the potential customers have any enquiries, the marketers can answer the question as soon as possible. This can strengthen the relationship between the customers and the marketers by understanding and satisfying their needs in the fastest way.

Furthermore, the result of the intention of Internet purchase shows that young males are more likely to purchase online than females. On one hand, the marketers can keep

the young male customers as frequent customers to purchase through the Internet. On the other hand, they marketers also need to find ways to encourage female to purchase online frequently. Some of the previous research shows that females have a higher level of computer anxiety than males (Igarria & Chakrabarti, 1990; Brosnan & Davidson, 1996) and the females are concerned more about payment security, privacy and product guarantees when purchasing online (Shim et al., 2001). To reduce this anxiety and attract more females to purchase online, the marketers can put more effort on promoting the idea that privacy and transaction security system on the Internet are well protected. Besides, the marketers can develop a program to encourage and reward the experienced online purchasers who share and recommend their online purchase experiences to other non-online purchasers to build up their confidence to buy online. Females prefer to use the Internet more to build up social contacts and search for information before they to purchase and reduce perceived risk after receiving recommendations from others rather than purchasing online directly (Marissa & Rajneesh, 2004; Garbarino & Strahilevitz, 2004).

Nevertheless, the marketers can invest more in Customer Relationship Management (CRM) to build up a good relationship with both male and female customers, personalize the products or services to encourage them to purchase more on the

Internet.

9. Limitations and Further Research

This study has several limitations which must be recognized. First, this study was conducted in Hong Kong; the results may not be applicable when apply to other countries. Second, the small sample might not be representative of the whole population, and so, further research could be conducted with a large sample. Third, people might not understand their own personality very well and therefore cannot accurately respond to the TIPI scale. This may influence the result of the psychographic variables of the study. Other personality scales or traits may be used. More demographic variables can be involved (e.g. occupation) in further research. Further research can focus on different types of products (experience vs. search) in order to find out if there is any difference in the intention of information search and the intention of purchase on the Internet according to different types of products.

10. Conclusion

In conclusion, the findings of this study show that demographics can predict the intention of the Internet purchase, especially the demographics in gender and age but they do not predict the intention of Internet information search. The Big-Five personality cannot predict both Internet information search and Internet purchase.

In previous studies, some researchers studied some personality variables: opinion leadership, risk averseness. Opinion leadership is the most important variable to influence the Internet purchase (Kwak et al., 2001). In Stanton's (2002) study, the results showed that three personality constructs: fatalism, cognitive complexity and risk are directly related to the Internet purchase behavior. These research studies show that personalities can predict the intention of Internet purchase but not all the personalities can be predictors.

In this study, the Big-Five personalities are chosen to be the predictors to predict the intention of Internet information search and purchase. Surprisingly, there are no significant influences among the predictors. These five personalities may be irrelevant to predicting online information search and purchase activities or they may be relevant to these two online activities. It is because personality is very complex in

human beings. It is difficult to fully understand their personality by themselves and there exist many personality traits in one human being. Personality can be changed according to time or after some influential events (Pervin & John, 2001). The respondents may not understand which personalities they have and so they may not be able to answer the questionnaire accurately. This may affect the results of the study: to make these five personalities may seem that they are irrelevant to the intention of Internet information search and purchase. Studying the relationship between personality and the intention of Internet information and search is necessary because personality is still a potential predictor to understand consumer behavior and it is a good starting point for finding out more personality types for further investigation.

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Internet Usage Intention Survey

I am a final year student of Marketing Hong Kong Baptist University and now studying consumer Internet usage behavior. This questionnaire only takes you for about 3 minutes. Your time and attention are highly appreciated. The Information will be kept strictly confidential and serve solely for academic purpose.

Section 1

Please circle a number next to each statement to indicate the extent to which you agree or disagree with that statement.

	<i>Strongly Disagree</i>			<i>Strongly Agree</i>	
1. I use the web because it gives quick and easy access to large volumes of information.	1	2	3	4	5
2. Overall, I learn a lot from using the Web.	1	2	3	4	5
3. I use the Web so I can learn about things happening in the world.	1	2	3	4	5
4. Overall, information obtained from the Web is useful.	1	2	3	4	5
5. I use the Web because it makes acquiring information inexpensive.	1	2	3	4	5

Section 2

Here are a number of personality traits that may or may not apply to you. Please circle a number next to each statement to indicate the extent to which you agree or disagree with that statement. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other.

	<i>Strongly Disagree</i>					<i>Strongly Agree</i>	
1. Extraverted, enthusiastic.	1	2	3	4	5	6	7
2. Critical, quarrelsome.	1	2	3	4	5	6	7
3. Dependable, self-disciplined.	1	2	3	4	5	6	7
4. Anxious, easily upset.	1	2	3	4	5	6	7
5. Open to new experiences, complex.	1	2	3	4	5	6	7
6. Reserved, quiet.	1	2	3	4	5	6	7
7. Sympathetic, warm.	1	2	3	4	5	6	7
8. Disorganized, careless.	1	2	3	4	5	6	7
9. Calm, emotionally stable.	1	2	3	4	5	6	7
10. Conventional, uncreative.	1	2	3	4	5	6	7

Section 3

Please circle a number next to each product to indicate the extent to which you buy at store or on Internet.

<i>Products</i>	<i>Definitely store buying</i>		<i>Definitely internet buying</i>		
1. Computers software	1	2	3	4	5
2. Books	1	2	3	4	5
3. Videos	1	2	3	4	5

Section 4

Gender: Male Female

Age: below 15 15-24 25-34 35-44 above45

Income (average per month): below \$5,000 \$5,001- \$20,000 \$20,001-\$35,000
 above \$35,000

Education level: Below primary school Primary school Secondary school
 Diploma / Higher diploma / Associate degree Bachelor
 Postgraduate

~The End~

Thank You!

互聯網使用意向調查

本人是香港浸會大學的學生。現在正調查一項消費者對使用互聯網的意向。所收集的資料只會用於學術用途，不會公開及用於商業用途。完成這份問卷只需用大概 3 分鐘。謝謝你的參予。

第一部分

請圈出你對每句句子的同意程度。

	完全不同意	有一點不同意	沒意見	有點同意	完全同意
我使用網站因為可以很快、很容易地取得大量資料。	1	2	3	4	5
總括而言，我從網站上學懂很多事情。	1	2	3	4	5
因為我利用網站，所以我學會世界上現在所發生的東西。	1	2	3	4	5
總括而言，從網站所得到的資料是有用的。	1	2	3	4	5
我用網站因為可以用很便宜的方法去取得資料。	1	2	3	4	5

第二部分

依下列各狀況，回答你的同意程度

我認為自己是.....

	完全不同意	大致上不同意	有一點不同意	沒意見	有點同意	大致上同意	完全同意
1. 外向，熱情的	1	2	3	4	5	6	7
2. 善批判，好爭論的	1	2	3	4	5	6	7
3. 可靠的，自律強的，自我約束的	1	2	3	4	5	6	7
4. 緊張型的，容易心煩意亂的	1	2	3	4	5	6	7
5. 接受新經驗，複雜型的	1	2	3	4	5	6	7
6. 保守，好靜的	1	2	3	4	5	6	7
7. 有同情心的，溫暖的 (熱血的)	1	2	3	4	5	6	7
8. 缺乏組織的，粗心大意的	1	2	3	4	5	6	7
9. 平靜，情緒穩定的	1	2	3	4	5	6	7
10. 守成不變的，缺乏創造性	1	2	3	4	5	6	7

第三部分

請圈出以下數字去表明你會去商店或網上去購買這三項物品的程度。

	絕對在商店購買			絕對在網上購買	
電腦軟件	1	2	3	4	5
書籍	1	2	3	4	5
錄影帶	1	2	3	4	5

第四部分

性別: 男 女

年齡: 15 以下 15-24 25-34 35-44 45 以上

每月平均收入: \$5,000 以下 \$5,001- \$20,000 \$20,001-\$35,000 \$35,000 以上

教育程度: 小學程度以下 小學 中學 文憑/高級文憑/副學士
學位 研究生

~問卷完成~

謝謝!

Factor Analysis of information search scale

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.735
Bartlett's Test of Sphericity	Approx. Chi-Square	244.880
	df	10
	Sig.	.000

Communalities

	Initial	Extraction
quick easy access	1.000	.461
large volume info	1.000	.648
learn a lot from Web	1.000	.581
learn things happening in the world	1.000	.532
obtained useful info	1.000	.434
get info inexpensive	1.000	

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.658	53.152	53.152	2.658	53.152	53.152
2	.795	15.903	69.055			
3	.723	14.456	83.511			
4	.492	9.849	93.360			
5	.332	6.640	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component
	1
quick easy access	.679
large volume info	.805
learn a lot from Web	.763
learn things happening in the world	.730
obtained useful info	.659
get info inexpensive	

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Factor Analysis of Big-Five scale

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.643
Bartlett's Test of Sphericity	Approx. Chi-Square	292.884
	df	45
	Sig.	.000

Communalities

	Initial	Extraction
extroversion	1.000	.627
agreeableness(R)	1.000	.538
conscientiousness	1.000	.561
emotion stability(R)	1.000	.776
openness to experience	1.000	.456
extroversion(R)	1.000	.634
agreeableness	1.000	.454
conscientiousness(R)	1.000	.517
emotion stability	1.000	.471
openness to experience(R)	1.000	.429

Extraction Method: Principal Component Analysis.

Total Variance Explained

Componen	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.383	23.827	23.827	2.383	23.827	23.827	2.261	22.615	22.615
2	1.897	18.966	42.793	1.897	18.966	42.793	1.732	17.316	39.931
3	1.184	11.842	54.635	1.184	11.842	54.635	1.470	14.704	54.635
4	.969	9.686	64.321						
5	.832	8.322	72.643						
6	.759	7.593	80.235						
7	.615	6.149	86.385						
8	.492	4.925	91.309						
9	.436	4.360	95.669						
10	.433	4.331	100.000						

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component		
	1	2	3
extroversion	.736		
agreeableness(R)	-.679		
conscientiousness		.669	-.331
emotion stability(R)	.326		.762
openness to experience	.604		
extroversion(R)	.675	-.407	
agreeableness		.514	-.433
conscientiousness(R)		.627	
emotion stability		.652	
openness to experience(R)	.612		

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Rotated Component Matrix^a

	Component		
	1	2	3
extroversion	.790		
agreeableness(R)	-.730		
conscientiousness		.743	
emotion stability(R)			.856
openness to experience	.619		
extroversion(R)	.600	-.521	
agreeableness		.662	
conscientiousness(R)		.347	.620
emotion stability		.526	.394
openness to experience(R)	.540		.370

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Component Transformation Matrix

Component	1	2	3
1	.948	-.179	.263
2	.012	.845	.534
3	-.318	-.504	.803

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Factor Analysis of purchase scale

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.641
Bartlett's Test of Sphericity	Approx. Chi-Square	178.158
	df	3
	Sig.	.000

Communalities

	Initial	Extraction
computers software	1.000	.657
books	1.000	.644
videos	1.000	.819

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.120	70.680	70.680	2.120	70.680	70.680
2	.584	19.479	90.159			
3	.295	9.841	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component
	1
computers software	.811
books	.803
videos	.905

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Reliability of information search scale

***** Method 1 (space saver) will be used for this analysis *****

—

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	SEARCH1	4.5000	.7586	180.0

2.	SEARCH2	4.1833	.7730	180.0
3.	SEARCH3	4.0389	.8803	180.0
4.	SEARCH4	4.0556	.8237	180.0
5.	SEARCH5	4.4167	.6758	180.0

			N of	
Statistics for	Mean	Variance	Std Dev	Variables
SCALE	21.1944	8.1575	2.8561	5

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
SEARCH1	16.6944	5.7888	.4913	.7557
SEARCH2	17.0111	5.2513	.6517	.7022
SEARCH3	17.1556	5.0595	.5866	.7251
SEARCH4	17.1389	5.3717	.5519	.7365
SEARCH5	16.7778	6.0844	.4848	.7578

Reliability Coefficients

N of Cases = 180.0

N of Items = 5

Alpha = .7776

Reliability of Big-Five scale

(Extroversion)

***** Method 1 (space saver) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Mean Std Dev Cases

1.	EXTRO	4.5667	1.2195	180.0
2.	EXTRO2	3.8333	1.3350	180.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	8.4000	4.7106	2.1704	2

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
EXTRO	3.8333	1.7821	.4427	.
EXTRO2	4.5667	1.4872	.4427	.

Reliability Coefficients

N of Cases = 180.0 N of Items = 2

Alpha = .6120

(Agreeableness)

***** Method 1 (space saver) will be used for this analysis *****

—

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	AGREE2	3.7278	1.3735	180.0
2.	AGREE	5.4389	.9103	180.0

Statistics for	Mean	Variance	Std Dev	N of Variables
----------------	------	----------	---------	----------------

SCALE 9.1667 2.8771 1.6962 2

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
AGREE2	5.4389	.8286	.0648	.
AGREE	3.7278	1.8864	.0648	.

Reliability Coefficients

N of Cases = 180.0

N of Items = 2

Alpha = .1127

(Conscientiousness)

***** Method 1 (space saver) will be used for this analysis *****

—

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	CONSCI	5.0167	1.1210	180.0
2.	CONSCI2	4.1167	1.2475	180.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	9.1333	3.5911	1.8950	2

Item-total Statistics

Scale Scale Corrected

	Mean if Item Deleted	Variance if Item Deleted	Item- Total Correlation	Alpha if Item Deleted
CONSCI	4.1167	1.5561	.2782	.
CONSCI2	5.0167	1.2567	.2782	.

Reliability Coefficients

N of Cases = 180.0

N of Items = 2

Alpha = .4334

(Emotion Stability)

***** Method 1 (space saver) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	EMOTION2	3.5667	1.4146	180.0
2.	EMOTION	4.6722	1.1715	180.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	8.2389	4.0488	2.0122	2

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
EMOTION2	4.6722	1.3724	.2037	.
EMOTION	3.5667	2.0011	.2037	.

Reliability Coefficients

N of Cases = 180.0

N of Items = 2

Alpha = .3336

(Openness to Experience)

***** Method 1 (space saver) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	OPEN	4.5778	1.2004	180.0
2.	OPEN2	4.2556	1.3208	180.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	8.8333	4.1955	2.0483	2

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
OPEN	4.2556	1.7444	.3186	.
OPEN2	4.5778	1.4408	.3186	.

Reliability Coefficients

N of Cases = 180.0

N of Items = 2

Alpha = .4816

Reliability of purchase scale

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	COMSOFT	1.8944	1.0754	180.0
2.	BOOKS	1.8000	1.0270	180.0
3.	VIDEOS	1.6778	.9315	180.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	5.3722	6.4584	2.5413	3

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
COMSOFT	3.4778	3.1112	.5775	.7642
BOOKS	3.5722	3.2964	.5651	.7720
VIDEOS	3.6944	3.1296	.7468	.5869

Reliability Coefficients

N of Cases = 180.0

N of Items = 3

Alpha = .7849

Hierarchical Regression of Information search

Descriptive Statistics

	Mean	Std. Deviation	N
AVSEARCH	4.2389	.57123	180
gender	.6167	.48755	180
age	.2556	.43739	180
income per month	.1056	.30813	180
AVEXTRO	4.2000	1.08520	180
AVAGREE	4.5833	.84810	180
AVCONSCI	4.5667	.94750	180
AVEMOT	4.1194	1.00608	180
AVOPEN	4.4167	1.02415	180
education level	.5278	.50062	180
EXTROEDU	2.2306	2.23317	180
AGREEDU	2.3611	2.29711	180
CONSCIED	2.4083	2.37331	180
EMOTEDU	2.2194	2.20282	180
OPENEDU	2.4278	2.39595	180

Correlations

	AVSEARCH	gender	age	income per month	AVEXTRO	AVAGREE	AVCONSCI	AVEMOT	AVOPEN	education level	EXTROEDU	AGREEDU	CONSCIED	EMOTEDU	OPENEDU	
Pearson Correlatio	AVSEARCH	1.000	-.034	.005	.091	-.075	.013	.081	.039	-.024	-.092	-.079	-.085	-.084	-.117	-.083
	gender	-.034	1.000	.069	-.138	-.108	.226	.158	-.168	-.120	-.105	-.124	-.060	-.076	-.150	-.117
	age	.005	.069	1.000	.338	-.108	.138	.188	-.006	-.114	-.313	-.312	-.329	-.276	-.288	-.299
	income per month	.091	-.138	.338	1.000	-.147	-.119	.225	.067	-.025	.144	.074	.116	.193	.139	.109
	AVEXTRO	-.075	-.108	-.108	-.147	1.000	-.396	-.111	-.022	.377	.026	.235	-.005	.013	.028	.079
	AVAGREE	.013	.226	.138	-.119	-.396	1.000	.071	.083	-.243	-.137	-.169	.000	-.127	-.125	-.148
	AVCONSCI	.081	.158	.188	.225	-.111	.071	1.000	.270	.203	-.004	-.018	.001	.180	.026	.067
	AVEMOT	.039	-.168	-.006	.067	-.022	.083	.270	1.000	.160	.090	.089	.093	.113	.276	.123
	AVOPEN	-.024	-.120	-.114	-.025	.377	-.243	.203	.160	1.000	.190	.241	.171	.249	.220	.361
	education level	-.092	-.105	-.313	.144	.026	-.137	-.004	.090	.190	1.000	.947	.975	.963	.956	.961
	EXTROEDU	-.079	-.124	-.312	.074	.235	-.169	-.018	.089	.241	.947	1.000	.909	.906	.907	.937
	AGREEDU	-.085	-.060	-.329	.116	-.005	.000	.001	.093	.171	.975	.909	1.000	.940	.934	.931
	CONSCIED	-.084	-.076	-.276	.193	.013	-.127	.180	.113	.249	.963	.906	.940	1.000	.932	.953
	EMOTEDU	-.117	-.150	-.288	.139	.028	-.125	.026	.276	.220	.956	.907	.934	.932	1.000	.935
	OPENEDU	-.083	-.117	-.299	.109	.079	-.148	.067	.123	.361	.961	.937	.931	.953	.935	1.000
Sig. (1-tailed)	AVSEARCH	.	.323	.475	.113	.159	.432	.140	.304	.374	.110	.145	.128	.130	.058	.133
	gender	.323	.	.179	.032	.075	.001	.017	.012	.054	.081	.049	.211	.154	.022	.059
	age	.475	.179	.	.000	.074	.032	.006	.467	.063	.000	.000	.000	.000	.000	.000
	income per month	.113	.032	.000	.	.024	.055	.001	.185	.369	.027	.162	.061	.005	.032	.073
	AVEXTRO	.159	.075	.074	.024	.	.000	.069	.385	.000	.366	.001	.473	.431	.356	.147
	AVAGREE	.432	.001	.032	.055	.000	.	.171	.133	.001	.033	.011	.499	.045	.047	.024
	AVCONSCI	.140	.017	.006	.001	.069	.171	.	.000	.003	.479	.406	.494	.008	.362	.187
	AVEMOT	.304	.012	.467	.185	.385	.133	.000	.	.016	.114	.117	.107	.065	.000	.050
	AVOPEN	.374	.054	.063	.369	.000	.001	.003	.016	.	.005	.001	.011	.000	.002	.000
	education level	.110	.081	.000	.027	.366	.033	.479	.114	.005	.	.000	.000	.000	.000	.000
	EXTROEDU	.145	.049	.000	.162	.001	.011	.406	.117	.001	.000	.	.000	.000	.000	.000
	AGREEDU	.128	.211	.000	.061	.473	.499	.494	.107	.011	.000	.000	.	.000	.000	.000
	CONSCIED	.130	.154	.000	.005	.431	.045	.008	.065	.000	.000	.000	.000	.	.000	.000
	EMOTEDU	.058	.022	.000	.032	.356	.047	.362	.000	.002	.000	.000	.000	.000	.	.000
	OPENEDU	.133	.059	.000	.073	.147	.024	.187	.050	.000	.000	.000	.000	.000	.000	.
N	AVSEARCH	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	gender	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	age	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	income per month	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	AVEXTRO	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	AVAGREE	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	AVCONSCI	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	AVEMOT	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	AVOPEN	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	education level	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	EXTROEDU	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	AGREEDU	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	CONSCIED	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	EMOTEDU	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
	OPENEDU	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	income per month, gender, age ^a	.	Enter
2	AVOPEN, AVEMOT, AVAGREE, AVCONSC I, AVEXTRO ^a	.	Enter
3	education level ^a	.	Enter
4	EXTROED U, EMOTED U, CONSCIE D, OPENED U, AGREEDU ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: AVSEARCH

Model Summary^e

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.097 ^a	.009	-.008	.57337	.009	.554	3	176	.646
2	.138 ^b	.019	-.027	.57885	.010	.336	5	171	.890
3	.187 ^c	.035	-.016	.57585	.016	2.788	1	170	.097
4	.286 ^d	.082	.004	.57008	.047	1.692	5	165	.139

a. Predictors: (Constant), income per month, gender, age

b. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO

c. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO, education level

d. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO, education level, EXTROEDU, EMOTEDU, CONSCIED, OPENEDU, AGREEDU

e. Dependent Variable: AVSEARCH

ANOVA^e

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.547	3	.182	.554	.646 ^a
	Residual	57.861	176	.329		
	Total	58.408	179			
2	Regression	1.110	8	.139	.414	.911 ^b
	Residual	57.297	171	.335		
	Total	58.408	179			
3	Regression	2.035	9	.226	.682	.725 ^c
	Residual	56.373	170	.332		
	Total	58.408	179			
4	Regression	4.784	14	.342	1.051	.406 ^d
	Residual	53.624	165	.325		
	Total	58.408	179			

a. Predictors: (Constant), income per month, gender, age

b. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO

c. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO, education level

d. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO, education level, EXTROEDU, EMOTEDU, CONSCI, OPENEDU, AGREEDU

e. Dependent Variable: AVSEARCH

Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.243	.074		57.347	.000					
	gender	-.022	.089	-.019	-.251	.802	-.034	-.019	-.019	.966	1.035
	age	-.035	.105	-.027	-.333	.739	.005	-.025	-.025	.872	1.146
	income per month	.180	.150	.097	1.201	.231	.091	.090	.090	.860	1.163
2	(Constant)	4.215	.459		9.185	.000					
	gender	-.049	.097	-.042	-.506	.613	-.034	-.039	-.038	.843	1.187
	age	-.053	.109	-.041	-.487	.627	.005	-.037	-.037	.828	1.208
	income per month	.135	.160	.073	.846	.399	.091	.065	.064	.772	1.296
	AVEXTRO	-.028	.047	-.053	-.586	.559	-.075	-.045	-.044	.712	1.404
	AVAGREE	.002	.059	.003	.032	.975	.013	.002	.002	.743	1.346
	AVCONSCI	.046	.052	.076	.875	.383	.081	.067	.066	.761	1.314
	AVEMOT	.005	.047	.009	.109	.913	.039	.008	.008	.855	1.170
	AVOPEN	-.016	.049	-.028	-.324	.747	-.024	-.025	-.025	.756	1.323
3	(Constant)	4.285	.458		9.347	.000					
	gender	-.049	.096	-.042	-.514	.608	-.034	-.039	-.039	.843	1.187
	age	-.122	.116	-.093	-1.054	.293	.005	-.081	-.079	.722	1.385
	income per month	.205	.164	.111	1.248	.214	.091	.095	.094	.722	1.386
	AVEXTRO	-.032	.047	-.061	-.677	.499	-.075	-.052	-.051	.710	1.408
	AVAGREE	-.002	.059	-.002	-.026	.980	.013	-.002	-.002	.742	1.348
	AVCONSCI	.042	.052	.070	.805	.422	.081	.062	.061	.760	1.316
	AVEMOT	.010	.046	.017	.208	.836	.039	.016	.016	.852	1.174
	AVOPEN	-.003	.049	-.005	-.056	.955	-.024	-.004	-.004	.737	1.357
	education level	-.160	.096	-.140	-1.670	.097	-.092	-.127	-.126	.803	1.246
4	(Constant)	4.706	.645		7.298	.000					
	gender	-.058	.096	-.049	-.600	.550	-.034	-.047	-.045	.830	1.206
	age	-.085	.119	-.065	-.717	.474	.005	-.056	-.054	.670	1.493
	income per month	.225	.168	.122	1.345	.180	.091	.104	.100	.680	1.470
	AVEXTRO	-.108	.067	-.206	-1.624	.106	-.075	-.125	-.121	.347	2.884
	AVAGREE	-.083	.079	-.123	-1.045	.298	.013	-.081	-.078	.402	2.487
	AVCONSCI	.033	.069	.054	.472	.638	.081	.037	.035	.420	2.381
	AVEMOT	.095	.062	.168	1.539	.126	.039	.119	.115	.469	2.131
	AVOPEN	-.010	.064	-.019	-.163	.871	-.024	-.013	-.012	.417	2.395
	education level	-.645	.913	-.565	-.707	.481	-.092	-.055	-.053	.009	114.994
	EXTROEDU	.140	.093	.548	1.504	.135	-.079	.116	.112	.042	23.842
	AGREEDU	.140	.118	.563	1.187	.237	-.085	.092	.089	.025	40.444
	CONSCIED	-.030	.100	-.125	-.299	.765	-.084	-.023	-.022	.032	31.334
	EMOTEDU	-.200	.092	-.771	-2.183	.030	-.117	-.168	-.163	.045	22.421
OPENEDU	.049	.100	.205	.489	.626	-.083	.038	.036	.032	31.621	

a. Dependent Variable: AVSEARCH

Excluded Variables^d

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics			
					Tolerance	VIF	Minimum Tolerance	
1	AVEXTRO	-.068 ^a	-.890	.374	-.067	.960	1.042	.843
	AVAGREE	.036 ^a	.452	.652	.034	.914	1.094	.841
	AVCONSCI	.074 ^a	.940	.348	.071	.904	1.106	.824
	AVEMOT	.030 ^a	.386	.700	.029	.970	1.031	.858
	AVOPEN	-.028 ^a	-.363	.717	-.027	.974	1.026	.860
	education level	-.140 ^a	-1.708	.089	-.128	.830	1.205	.745
	EXTROEDU	-.113 ^a	-1.401	.163	-.105	.861	1.161	.765
	AGREEDU	-.128 ^a	-1.560	.121	-.117	.834	1.199	.739
	CONSCIED	-.135 ^a	-1.644	.102	-.123	.831	1.203	.755
	EMOTEDU	-.167 ^a	-2.067	.040	-.154	.847	1.181	.767
	OPENEDU	-.121 ^a	-1.504	.134	-.113	.857	1.167	.765
2	education level	-.140 ^b	-1.670	.097	-.127	.803	1.246	.710
	EXTROEDU	-.104 ^b	-1.222	.223	-.093	.794	1.259	.692
	AGREEDU	-.133 ^b	-1.572	.118	-.120	.798	1.253	.703
	CONSCIED	-.156 ^b	-1.817	.071	-.138	.763	1.310	.710
	EMOTEDU	-.187 ^b	-2.171	.031	-.164	.760	1.315	.710
	OPENEDU	-.133 ^b	-1.526	.129	-.116	.749	1.335	.678
3	EXTROEDU	.478 ^c	1.481	.140	.113	.054	18.485	.054
	AGREEDU	.156 ^c	.349	.728	.027	.029	34.877	.029
	CONSCIED	-.327 ^c	-.839	.402	-.064	.037	26.709	.037
	EMOTEDU	-.730 ^c	-2.168	.032	-.164	.049	20.413	.049
	OPENEDU	.153 ^c	.409	.683	.031	.041	24.675	.041

a. Predictors in the Model: (Constant), income per month, gender, age

b. Predictors in the Model: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO

c. Predictors in the Model: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO, education level

d. Dependent Variable: AVSEARCH

Collinearity Diagnostiēs

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions														
				(Constant)	gender	age	income per month	AVEXTRO	AVAGREE	AVCONSCI	AVEMOT	AVOPEN	education level	EXTROEDU	AGREEDU	CONSCIED	EMOTEDU	OPENEDU
1	1	2.371	1.000	.05	.04	.07	.04											
	2	.935	1.593	.03	.09	.06	.49											
	3	.496	2.187	.04	.02	.87	.39											
	4	.199	3.453	.89	.84	.00	.07											
2	1	6.872	1.000	.00	.00	.00	.00	.00	.00	.00	.00	.00						
	2	1.065	2.540	.00	.01	.17	.41	.00	.00	.00	.00	.00						
	3	.550	3.536	.00	.04	.68	.34	.00	.00	.00	.00	.00						
	4	.333	4.540	.00	.76	.09	.13	.00	.00	.00	.00	.00						
	5	.075	9.563	.00	.03	.01	.01	.29	.07	.02	.11	.05						
	6	.038	13.392	.02	.05	.02	.04	.07	.27	.07	.27	.13						
	7	.035	14.066	.00	.06	.00	.01	.19	.01	.15	.56	.28						
	8	.025	16.680	.00	.04	.01	.03	.11	.04	.69	.05	.50						
	9	.007	31.797	.98	.00	.01	.03	.34	.61	.08	.01	.03						
3	1	7.409	1.000	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00					
	2	1.078	2.622	.00	.00	.17	.35	.00	.00	.00	.00	.00	.01					
	3	.734	3.177	.00	.04	.23	.22	.00	.00	.00	.00	.00	.18					
	4	.334	4.713	.00	.74	.10	.14	.00	.00	.00	.00	.00	.00					
	5	.266	5.274	.00	.02	.46	.19	.00	.00	.00	.00	.00	.78					
	6	.075	9.932	.00	.03	.01	.01	.29	.07	.02	.10	.05	.00					
	7	.038	13.922	.02	.05	.01	.03	.06	.27	.07	.29	.11	.00					
	8	.035	14.622	.00	.06	.00	.01	.19	.01	.17	.54	.28	.00					
	9	.024	17.431	.00	.04	.00	.03	.11	.04	.67	.05	.53	.01					
	10	.007	33.118	.98	.00	.00	.02	.34	.61	.08	.01	.03	.01					
4	1	10.899	1.000	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	2	1.998	2.335	.00	.01	.05	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	3	1.044	3.230	.00	.02	.08	.41	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	4	.402	5.207	.00	.00	.74	.35	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	5	.338	5.678	.00	.74	.02	.06	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	6	.100	10.443	.00	.03	.00	.03	.07	.02	.00	.03	.01	.00	.04	.01	.00	.01	.00
	7	.061	13.328	.00	.00	.00	.03	.02	.02	.04	.00	.07	.00	.03	.01	.04	.00	.04
	8	.055	14.136	.00	.16	.00	.00	.00	.04	.01	.15	.00	.00	.00	.02	.01	.11	.00
	9	.035	17.570	.00	.03	.00	.04	.00	.00	.15	.00	.18	.00	.05	.01	.07	.01	.04
	10	.024	21.181	.00	.00	.02	.04	.18	.05	.00	.04	.00	.00	.24	.05	.05	.05	.10
	11	.013	29.076	.06	.00	.03	.00	.00	.06	.01	.37	.02	.00	.01	.30	.01	.34	.00
	12	.011	31.722	.09	.00	.01	.03	.12	.24	.02	.01	.00	.14	.00	.00	.12	.09	.01
	13	.010	33.435	.01	.00	.00	.00	.10	.00	.34	.33	.23	.01	.15	.03	.21	.34	.19
	14	.008	37.227	.00	.00	.01	.01	.16	.01	.30	.05	.46	.01	.17	.04	.40	.03	.60
	15	.002	75.965	.84	.00	.02	.00	.34	.55	.12	.00	.03	.84	.31	.52	.11	.00	.02

a. Dependent Variable: AVSEARCH

Casewise Diagnostics^a

Case Number	Std. Residual	AVSEARCH
143	-5.363	1.00

a. Dependent Variable: AVSEARCH

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.7969	4.8885	4.2389	.16348	180
Std. Predicted Value	-2.704	3.974	.000	1.000	180
Standard Error of Predicted Value	.08534	.26805	.15975	.03964	180
Adjusted Predicted Value	3.6777	5.0074	4.2384	.17729	180
Residual	-3.0573	.9776	.0000	.54733	180
Std. Residual	-5.363	1.715	.000	.960	180
Stud. Residual	-5.572	1.766	.000	1.004	180
Deleted Residual	-3.3009	1.1309	.0005	.59932	180
Stud. Deleted Residual	-6.166	1.778	-.003	1.027	180
Mahal. Distance	3.017	38.580	13.922	7.339	180
Cook's Distance	.000	.165	.006	.015	180
Centered Leverage Value	.017	.216	.078	.041	180

a. Dependent Variable: AVSEARCH

Hierarchical Regression of purchase

Descriptive Statistics

	Mean	Std. Deviation	N
AVPURCH	1.7907	.84712	180
gender	.6167	.48755	180
age	.2556	.43739	180
income per month	.1056	.30813	180
AVEXTRO	4.2000	1.08520	180
AVAGREE	4.5833	.84810	180
AVCONSCI	4.5667	.94750	180
AVEMOT	4.1194	1.00608	180
AVOPEN	4.4167	1.02415	180
education level	.5278	.50062	180
EXTROEDU	2.2306	2.23317	180
AGREEDU	2.3611	2.29711	180
CONSCIED	2.4083	2.37331	180
EMOTEDU	2.2194	2.20282	180
OPENEDU	2.4278	2.39595	180

Correlations

	AVPURCH	gender	age	income per month	AVEXTRO	AVAGREE	AVCONSCI	AVEMOT	AVOPEN	education level	EXTROEDU	AGREEDU	CONSCIED	EMOTEDU	OPENEDU
Pearson Correlation:	1.000	-.267	-.192	.078	.121	-.230	-.148	.094	.119	.187	.189	.137	.168	.210	.191
gender	-.267	1.000	.069	-.138	-.108	.226	.158	-.168	-.120	-.105	-.124	-.060	-.076	-.150	-.117
age	-.192	.069	1.000	.338	-.108	.138	.188	-.006	-.114	-.313	-.312	-.329	-.276	-.288	-.299
income per month	.078	-.138	.338	1.000	-.147	-.119	.225	.067	-.025	.144	.074	.116	.193	.139	.109
AVEXTRO	.121	-.108	-.108	-.147	1.000	-.396	-.111	-.022	.377	.026	.235	-.005	.013	.028	.079
AVAGREE	-.230	.226	.138	-.119	-.396	1.000	.071	.083	-.243	-.137	-.169	.000	-.127	-.125	-.148
AVCONSCI	-.148	.158	.188	.225	-.111	.071	1.000	.270	.203	-.004	-.018	.001	.180	.026	.067
AVEMOT	.094	-.168	-.006	.067	-.022	.083	.270	1.000	.160	.090	.089	.093	.113	.276	.123
AVOPEN	.119	-.120	-.114	-.025	.377	-.243	.203	.160	1.000	.190	.241	.171	.249	.220	.361
education level	.187	-.105	-.313	.144	.026	-.137	-.004	.090	.190	1.000	.947	.975	.963	.956	.961
EXTROEDU	.189	-.124	-.312	.074	.235	-.169	-.018	.089	.241	.947	1.000	.909	.906	.907	.937
AGREEDU	.137	-.060	-.329	.116	-.005	.000	.001	.093	.171	.975	.909	1.000	.940	.934	.931
CONSCIED	.168	-.076	-.276	.193	.013	-.127	.180	.113	.249	.963	.906	.940	1.000	.932	.953
EMOTEDU	.210	-.150	-.288	.139	.028	-.125	.026	.276	.220	.956	.907	.934	.932	1.000	.935
OPENEDU	.191	-.117	-.299	.109	.079	-.148	.067	.123	.361	.961	.937	.931	.953	.935	1.000
Sig. (1-tailed)	.	.000	.005	.149	.053	.001	.023	.105	.055	.006	.006	.033	.012	.002	.005
gender	.000	.	.179	.032	.075	.001	.017	.012	.054	.081	.049	.211	.154	.022	.059
age	.005	.179	.	.000	.074	.032	.006	.467	.063	.000	.000	.000	.000	.000	.000
income per month	.149	.032	.000	.	.024	.055	.001	.185	.369	.027	.162	.061	.005	.032	.073
AVEXTRO	.053	.075	.074	.024	.	.000	.069	.385	.000	.366	.001	.473	.431	.356	.147
AVAGREE	.001	.001	.032	.055	.000	.	.171	.133	.001	.033	.011	.499	.045	.047	.024
AVCONSCI	.023	.017	.006	.001	.069	.171	.	.000	.003	.479	.406	.494	.008	.362	.187
AVEMOT	.105	.012	.467	.185	.385	.133	.000	.	.016	.114	.117	.107	.065	.000	.050
AVOPEN	.055	.054	.063	.369	.000	.001	.003	.016	.	.005	.001	.011	.000	.002	.000
education level	.006	.081	.000	.027	.366	.033	.479	.114	.005	.	.000	.000	.000	.000	.000
EXTROEDU	.006	.049	.000	.162	.001	.011	.406	.117	.001	.000	.	.000	.000	.000	.000
AGREEDU	.033	.211	.000	.061	.473	.499	.494	.107	.011	.000	.000	.	.000	.000	.000
CONSCIED	.012	.154	.000	.005	.431	.045	.008	.065	.000	.000	.000	.000	.	.000	.000
EMOTEDU	.002	.022	.000	.032	.356	.047	.362	.000	.002	.000	.000	.000	.000	.	.000
OPENEDU	.005	.059	.000	.073	.147	.024	.187	.050	.000	.000	.000	.000	.000	.000	.
N	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
gender	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
age	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
income per month	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
AVEXTRO	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
AVAGREE	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
AVCONSCI	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
AVEMOT	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
AVOPEN	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
education level	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
EXTROEDU	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
AGREEDU	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
CONSCIED	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
EMOTEDU	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
OPENEDU	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	income per month, gender, age ^a	.	Enter
2	AVOPEN, AVEMOT, AVAGREE, AVCONSC I, AVEXTRO ^a	.	Enter
3	education level ^a	.	Enter
4	EXTROED U, EMOTED U, CONSCIE D, OPENED U, AGREEDU ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: AVPURCH

Model Summary^e

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.337 ^a	.114	.098	.80431	.114	7.519	3	176	.000
2	.394 ^b	.155	.116	.79649	.042	1.695	5	171	.138
3	.400 ^c	.160	.115	.79671	.004	.905	1	170	.343
4	.428 ^d	.183	.114	.79735	.023	.946	5	165	.453

a. Predictors: (Constant), income per month, gender, age

b. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO

c. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO, education level

d. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO, education level, EXTROEDU, EMOTEDU, CONSCIED, OPENEDU, AGREEDU

e. Dependent Variable: AVPURCH

ANOVA^e

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.593	3	4.864	7.519	.000 ^a
	Residual	113.858	176	.647		
	Total	128.451	179			
2	Regression	19.969	8	2.496	3.935	.000 ^b
	Residual	108.482	171	.634		
	Total	128.451	179			
3	Regression	20.544	9	2.283	3.596	.000 ^c
	Residual	107.908	170	.635		
	Total	128.451	179			
4	Regression	23.551	14	1.682	2.646	.002 ^d
	Residual	104.901	165	.636		
	Total	128.451	179			

a. Predictors: (Constant), income per month, gender, age

b. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO

c. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO, education level

d. Predictors: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO, education level, EXTROEDU, EMOTEDU, CONSCI, OPENEDU, AGREEDU

e. Dependent Variable: AVPURCH

Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.116	.104		20.391	.000					
	gender	-.411	.125	-.236	-3.272	.001	-.267	-.239	-.232	.966	1.035
	age	-.417	.147	-.215	-2.831	.005	-.192	-.209	-.201	.872	1.146
	income per month	.324	.210	.118	1.541	.125	.078	.115	.109	.860	1.163
2	(Constant)	2.605	.631		4.126	.000					
	gender	-.277	.133	-.159	-2.081	.039	-.267	-.157	-.146	.843	1.187
	age	-.326	.150	-.168	-2.179	.031	-.192	-.164	-.153	.828	1.208
	income per month	.350	.220	.127	1.591	.114	.078	.121	.112	.772	1.296
	AVEXTRO	.011	.065	.015	.174	.862	.121	.013	.012	.712	1.404
	AVAGREE	-.132	.081	-.132	-1.623	.106	-.230	-.123	-.114	.743	1.346
	AVCONSCI	-.132	.072	-.148	-1.839	.068	-.148	-.139	-.129	.761	1.314
	AVEMOT	.084	.064	.099	1.305	.194	.094	.099	.092	.855	1.170
	AVOPEN	.050	.067	.061	.750	.454	.119	.057	.053	.756	1.323
3	(Constant)	2.550	.634		4.021	.000					
	gender	-.276	.133	-.159	-2.077	.039	-.267	-.157	-.146	.843	1.187
	age	-.272	.160	-.140	-1.695	.092	-.192	-.129	-.119	.722	1.385
	income per month	.295	.227	.107	1.295	.197	.078	.099	.091	.722	1.386
	AVEXTRO	.015	.065	.019	.225	.823	.121	.017	.016	.710	1.408
	AVAGREE	-.130	.082	-.130	-1.589	.114	-.230	-.121	-.112	.742	1.348
	AVCONSCI	-.129	.072	-.145	-1.795	.074	-.148	-.136	-.126	.760	1.316
	AVEMOT	.080	.064	.095	1.246	.214	.094	.095	.088	.852	1.174
	AVOPEN	.040	.068	.048	.590	.556	.119	.045	.041	.737	1.357
	education level	.126	.133	.075	.951	.343	.187	.073	.067	.803	1.246
4	(Constant)	1.931	.902		2.141	.034					
	gender	-.254	.134	-.146	-1.890	.061	-.267	-.146	-.133	.830	1.206
	age	-.343	.167	-.177	-2.059	.041	-.192	-.158	-.145	.670	1.493
	income per month	.301	.234	.110	1.286	.200	.078	.100	.090	.680	1.470
	AVEXTRO	.081	.093	.104	.872	.385	.121	.068	.061	.347	2.884
	AVAGREE	.014	.111	.014	.130	.897	-.230	.010	.009	.402	2.487
	AVCONSCI	-.158	.097	-.176	-1.624	.106	-.148	-.125	-.114	.420	2.381
	AVEMOT	.045	.086	.053	.520	.604	.094	.040	.037	.469	2.131
	AVOPEN	.027	.090	.033	.302	.763	.119	.024	.021	.417	2.395
	education level	1.237	1.277	.731	.969	.334	.187	.075	.068	.009	114.994
	EXTROEDU	-.101	.130	-.266	-.773	.440	.189	-.060	-.054	.042	23.842
	AGREEDU	-.321	.165	-.869	-1.943	.054	.137	-.150	-.137	.025	40.444
CONSCIED	.079	.141	.220	.560	.576	.168	.044	.039	.032	31.334	
EMOTEDU	.083	.128	.215	.647	.519	.210	.050	.045	.045	22.421	
OPENEDU	.014	.140	.040	.101	.919	.191	.008	.007	.032	31.621	

a. Dependent Variable: AVPURCH

Excluded Variables^d

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics			
					Tolerance	VIF	Minimum Tolerance	
1	AVEXTRO	.093 ^a	1.287	.200	.097	.960	1.042	.843
	AVAGREE	-.145 ^a	-1.967	.051	-.147	.914	1.094	.841
	AVCONSCI	-.107 ^a	-1.443	.151	-.108	.904	1.106	.824
	AVEMOT	.046 ^a	.642	.522	.048	.970	1.031	.858
	AVOPEN	.071 ^a	.989	.324	.075	.974	1.026	.860
	education level	.094 ^a	1.209	.228	.091	.830	1.205	.745
	EXTROEDU	.097 ^a	1.269	.206	.096	.861	1.161	.765
	AGREEDU	.046 ^a	.594	.553	.045	.834	1.199	.739
	CONSCIED	.081 ^a	1.045	.297	.079	.831	1.203	.755
	EMOTEDU	.114 ^a	1.486	.139	.112	.847	1.181	.767
	OPENEDU	.100 ^a	1.308	.193	.098	.857	1.167	.765
2	education level	.075 ^b	.951	.343	.073	.803	1.246	.710
	EXTROEDU	.069 ^b	.876	.382	.067	.794	1.259	.692
	AGREEDU	.048 ^b	.607	.545	.047	.798	1.253	.703
	CONSCIED	.089 ^b	1.109	.269	.085	.763	1.310	.710
	EMOTEDU	.088 ^b	1.088	.278	.083	.760	1.315	.710
	OPENEDU	.084 ^b	1.034	.303	.079	.749	1.335	.678
3	EXTROEDU	-.048 ^c	-.158	.874	-.012	.054	18.485	.054
	AGREEDU	-.714 ^c	-1.730	.085	-.132	.029	34.877	.029
	CONSCIED	.297 ^c	.815	.416	.063	.037	26.709	.037
	EMOTEDU	.209 ^c	.658	.511	.051	.049	20.413	.049
	OPENEDU	.162 ^c	.463	.644	.036	.041	24.675	.041

a. Predictors in the Model: (Constant), income per month, gender, age

b. Predictors in the Model: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO

c. Predictors in the Model: (Constant), income per month, gender, age, AVOPEN, AVEMOT, AVAGREE, AVCONSCI, AVEXTRO, education level

d. Dependent Variable: AVPURCH

Collinearity Diagnostics

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions														
				(Constant)	gender	age	income per month	AVEXTRO	AVAGREE	AVCONSCI	AVEMOT	AVOPEN	education level	EXTROEDU	AGREEDU	CONSCIED	EMOTEDU	OPENEDU
1	1	2.371	1.000	.05	.04	.07	.04											
	2	.935	1.593	.03	.09	.06	.49											
	3	.496	2.187	.04	.02	.87	.39											
	4	.199	3.453	.89	.84	.00	.07											
2	1	6.872	1.000	.00	.00	.00	.00	.00	.00	.00	.00	.00						
	2	1.065	2.540	.00	.01	.17	.41	.00	.00	.00	.00	.00						
	3	.550	3.536	.00	.04	.68	.34	.00	.00	.00	.00	.00						
	4	.333	4.540	.00	.76	.09	.13	.00	.00	.00	.00	.00						
	5	.075	9.563	.00	.03	.01	.01	.29	.07	.02	.11	.05						
	6	.038	13.392	.02	.05	.02	.04	.07	.27	.07	.27	.13						
	7	.035	14.066	.00	.06	.00	.01	.19	.01	.15	.56	.28						
	8	.025	16.680	.00	.04	.01	.03	.11	.04	.69	.05	.50						
	9	.007	31.797	.98	.00	.01	.03	.34	.61	.08	.01	.03						
3	1	7.409	1.000	.00	.00	.00	.00	.00	.00	.00	.00	.00						
	2	1.078	2.622	.00	.00	.17	.35	.00	.00	.00	.00	.00	.01					
	3	.734	3.177	.00	.04	.23	.22	.00	.00	.00	.00	.00	.18					
	4	.334	4.713	.00	.74	.10	.14	.00	.00	.00	.00	.00	.00					
	5	.266	5.274	.00	.02	.46	.19	.00	.00	.00	.00	.00	.78					
	6	.075	9.932	.00	.03	.01	.01	.29	.07	.02	.10	.05	.00					
	7	.038	13.922	.02	.05	.01	.03	.06	.27	.07	.29	.11	.00					
	8	.035	14.622	.00	.06	.00	.01	.19	.01	.17	.54	.28	.00					
	9	.024	17.431	.00	.04	.00	.03	.11	.04	.67	.05	.53	.01					
	10	.007	33.118	.98	.00	.00	.02	.34	.61	.08	.01	.03	.01					
4	1	10.899	1.000	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	2	1.998	2.335	.00	.01	.05	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	3	1.044	3.230	.00	.02	.08	.41	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	4	.402	5.207	.00	.00	.74	.35	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	5	.338	5.678	.00	.74	.02	.06	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	6	.100	10.443	.00	.03	.00	.03	.07	.02	.00	.03	.01	.00	.04	.01	.00	.01	.00
	7	.061	13.328	.00	.00	.00	.03	.02	.02	.04	.00	.07	.00	.03	.01	.04	.00	.04
	8	.055	14.136	.00	.16	.00	.00	.00	.04	.01	.15	.00	.00	.00	.02	.01	.11	.00
	9	.035	17.570	.00	.03	.00	.04	.00	.00	.15	.00	.18	.00	.05	.01	.07	.01	.04
	10	.024	21.181	.00	.00	.02	.04	.18	.05	.00	.04	.00	.00	.24	.05	.05	.05	.10
	11	.013	29.076	.06	.00	.03	.00	.00	.06	.01	.37	.02	.00	.01	.30	.01	.34	.00
	12	.011	31.722	.09	.00	.01	.03	.12	.24	.02	.01	.00	.14	.00	.00	.12	.09	.01
	13	.010	33.435	.01	.00	.00	.00	.10	.00	.34	.33	.23	.01	.15	.03	.21	.34	.19
	14	.008	37.227	.00	.00	.01	.01	.16	.01	.30	.05	.46	.01	.17	.04	.40	.03	.60
	15	.002	75.965	.84	.00	.02	.00	.34	.55	.12	.00	.03	.84	.31	.52	.11	.00	.02

a. Dependent Variable: AVPURCH

Casewise Diagnostics^a

Case Number	Std. Residual	AVPURCH
18	3.541	5.00
19	3.254	5.00
51	3.703	5.00

a. Dependent Variable: AVPURCH

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.8450	2.8087	1.7907	.36272	180
Std. Predicted Value	-2.607	2.806	.000	1.000	180
Standard Error of Predicted Value	.11936	.37491	.22343	.05545	180
Adjusted Predicted Value	.8169	2.7682	1.7851	.36585	180
Residual	-1.3964	2.9530	.0000	.76553	180
Std. Residual	-1.751	3.703	.000	.960	180
Stud. Residual	-1.847	3.929	.003	1.005	180
Deleted Residual	-1.5537	3.3236	.0056	.83923	180
Stud. Deleted Residual	-1.861	4.114	.007	1.016	180
Mahal. Distance	3.017	38.580	13.922	7.339	180
Cook's Distance	.000	.129	.007	.014	180
Centered Leverage Value	.017	.216	.078	.041	180

a. Dependent Variable: AVPURCH